

National FFA Ag Census Lesson Plans

NASS 4.1

Lesson Title: Census of Agriculture: Your Rights and Responsibilities

Precepts

Action:

A3. Plan effectively

Awareness:

E1. Address issues important to the community

E2. Perform leadership tasks associated with citizenship

National Standards

NL-ENG.K-12.1 – Reading for Understanding

NL-ENG.K-12.6 – Applying Knowledge

NL-ENG.K-12.7 – Evaluating Data

NSS-C.9-12.1 – Civic Life, Politics, and Government

NSS-C.9-12.5 – Roles of Citizens

Student Learning Objectives

As a result of this lesson, the student will ...

1. Identify and summarize the laws concerning participating in the Census of Agriculture
2. Summarize civic responsibilities that support participation in the Census of Agriculture
3. Create an *advocacy* plan to support the Census of Agriculture.

Time

Instruction time for this lesson: 60 minutes.

Resources

USDA's National Agricultural Statistics Service, www.nass.usda.gov

USDA's Census of Agriculture, www.agcensus.usda.gov

National FFA Organization "Essential Learnings," 2004

Tools, Equipment, and Supplies

AS.1 – one per student

AS.2 – one per student

ASSESS.1 – one per student

TM.1 – one copy

Flip Chart Paper

Key Terms

The following terms are presented in this lesson and appear in bold italics:

Civic Responsibility

Advocacy

Promulgated

Interest Approach

Good morning/afternoon everyone! It is great to have everyone here today ready to go. Let's think about this scenario. Every student in here either has their driver's license or will be getting their license in the future. Becoming a driver carries with it great responsibilities including following the laws that govern how and when you operate the vehicle. When I say "Move," you will have five minutes to get into groups of four and discuss and capture what a driver's responsibilities are and list as many laws that you can think of that regulate your driving. Be prepared to share your answers. What questions do you have? *Wait for student questions.* Move!

Allow five minutes for the students to work. Adjust the time as needed. Discuss the following questions. Answer students' questions as needed.

Great! I really like the way you all worked together to create your lists! Let's see what each group came up with for their lists.

Take five minutes to allow the students the opportunity to share the lists they have created.

Was it difficult to come with your responsibilities as a driver? What would have made it easier for you to complete? What about coming up with the lists of laws that govern driving? What would have made that activity easier? *Possible answers include that all of the participants currently drive or making sure that everyone has a driving manual as reference.*

That was a great discussion! What would it be like if there were no rules of the road? Take 10 seconds to think about it.

Wait 10 seconds so students can collect their thoughts

Great, now share your thoughts with your neighbor.

Allow students one to three minutes for sharing. Who would like to share some of their thoughts?

Wow, those were some great answers. We can see that the rules of the road are in place for a good reason. We have recently been reviewing the information regarding the Census of Agriculture. Today we are going to build on that foundation of knowledge and discuss civic responsibility as it pertains to participating in the 2007 Census. We are going to look at the different building blocks that support the program beginning with the laws that govern the Census of Agriculture. We will build on that by assessing our responsibilities as agriculture students and finally create an action plan to help educate others about the Census of Agriculture and how to participate.

Summary of Content and Teaching Strategies

Objective 1. Students identify and summarize the laws regarding participating in the Census of Agriculture.

Let's talk law! As we found out through our discussion about the rules for the road, rules and laws are necessary to provide structure and safety to our lives. In order to provide structure and accuracy to information gathered about the agriculture community, laws were put in place to ensure that all possible participants completed the Census of Agriculture. The law that governs this process is found in US Code, Title 7, Chapter 55. As far as laws go, it's pretty straight forward. Participation in the Census is required by this law, and this same law protects the confidentiality of all individual responses.

So let's take a closer look at the law! *Pass out the handout "Title 7"AS.1.*

As you look at this document, you will notice there are seven sections to the law (A-G). Sections A, B and C give the general information about how often the survey or census is conducted and gives power to the Secretary of Agriculture to conduct the survey and to ensure that the proper questions are being asked to best serve the agricultural community. That is just the "mortar" that holds the census together. Now, let's take a look at the "bricks" that give the census structure!

Activity: Students will now teach one another the various sections of the Title 7 law by using the Eyewitness News E-Moment. The Eyewitness News E-Moment is a strategy that challenges students to role play a news anchor, interviewer or multiple interviewees in order to learn or review a concept. Allow each group to choose one news anchor and the other three participants may choose to be the "experts" being interviewed or one additional news anchor. Each of the news anchors will need to get the leading questions to ask the experts.

When I say "Build," you will have three minutes to partner up and review the remaining sections of the law. Capture the key points from in your notes. They will come in handy in a moment. What questions do you have? *Wait for student response.* Build!

Go to each group and assign them a section of the law D-G. Encourage them to read carefully and have discussion among their group if something is not clear. They may ask you for help as well if there are terms or wording that they are not familiar with.

Thank you for being so thorough with your preparation for our next activity! Now that we all have become experts on our section of the law, we are going to put it to the test. Let's showcase what we've learned by creating a news clip about the information based on your group's section of the law supporting the Census of Agriculture. There are two roles that can be portrayed, the news anchor(s) or the legal expert(s). When I say "Create some news," you will have five minutes to prepare for your newscast. Select the role, and develop your news clip. The news anchor will create a list of questions to ask in the interview and the legal expert will use their notes to help answer the questions. Be creative and detailed in your news clips. What questions are there? "Create some news!"

Student presentations should mimic that of a nightly news story. The news reporter should interview the legal expert to gain understanding about the law that supports the Census of

Agriculture.

Objective 2. Students summarize civic responsibilities that support participation in the Census of Agriculture.

You all did a wonderful job with your news clips. It is clear we definitely understand the different sections of the Title 7 law. The Census of Agriculture is our voice, our future and our responsibility! As we learned through our activity, people who receive the Census of Agriculture are, by law, required to complete the survey. But more importantly, it really is their civic responsibility to participate. As agricultural students, it is our responsibility to help share what we know about the census.

But what does it mean to be civically responsible? When I say “Let’s Move,” you will have 30 seconds to move to the location of one of the pieces of flip chart paper located around the room. There can only be three people located at each piece of paper. Questions? Let’s move!

Thank you for moving so quickly. When I say “Engage,” select a marker to write with. It is important that you do not share or switch colored markers with your teammates. You will have five minutes to collectively craft a definition of civic responsibility. Please note that there are no wrong or right answers to this request. Be prepared to share your group’s definition. What questions are there? *Wait for student’s response.* Engage!

Allow the students five minutes to brainstorm and construct their definitions. Adjust time as needed. Ask each group to report out on their combined efforts.

That was incredible! We really put some thought into constructing our definition of civic responsibility. Although there are no wrong or right answers, there is one useful definition of ***civic responsibility***: the individual and collective actions designed to identify and address issues of public concern.

A current issue of public concern is having everyone complete the Census of Agriculture. We now have some knowledge about the legal and civic responsibilities associated with the Census of Agriculture. Because we are agriculture students and the census affects rural communities, what can we do to help ensure that everyone knows that they have a legal and ethical responsibility to participate in the survey? When I say “Go,” you will two minutes to discuss with a partner the possible ways that we can inform our community members that they need to participate in the Census of Agriculture. What questions are there? *Wait for student response.* Go!

Allow students to generate some ideas of what can be accomplished.

Wow, I heard a lot of great ideas! Now, it’s time for a little less talk and a lot more action!

Objective 3. Students create an advocacy plan to educate and inform community members about the Census of Agriculture and their civic roles and responsibilities.

We have come up with excellent ideas about ways to inform the community about the Census of

Agriculture. We have created our own definitions of what civic responsibility is and have learned about the laws that support the survey. Now it is time to plan an advocacy campaign for the Census of Agriculture! What does the term advocacy mean? Take 10 seconds to think about your response. *Allow ten seconds to elapse.*

Great! Now take one minute and share your idea with your neighbor. *Allow students one minute to share and adjust time as needed.* Excellent! I heard some great ideas coming from the groups.

Who would like to share their ideas? *Allow for student response.* The general response to define **advocacy** should include the concept of providing support or encouragement for an issue or need in the form of helping to educate or inform others about the topic through creative means.

Outstanding! We all are now ready to put a plan in place to help advocate the Census of Agriculture! The survey will be released in late December 2007 and will be completed on February 4, 2008. Keep this in mind as you begin your planning. *Pass out Action Plan Template-AS.2.*

In a moment, you will divide into groups of four to create your action plan. When I say “Plan,” you will have 15 minutes to complete this form with your group. Please be prepared to share your plan with the group. What questions do you have? *Wait for student response.* Now, Plan!

Be sure to walk around to the different groups and provide feedback as needed. Remind them to use the information that they have created during the first part of the lesson. Provide time checks to ensure that the groups stay on task. After the time is complete, allow each group to report out what their plans are to meet this need.

Review/Summary

Wow! We really came up with some very creative ways to help inform the community about their roles and responsibilities for completing the Census of Agriculture. The work that we will be doing is going to have a very real impact on agriculture in our community, our state and our world! We now know the laws that regard the census and have a better understanding about the importance of being good citizens and being civically engaged. Most important though, is that I hope we understand the value of advocacy and how it only takes a small group of people, with like interests and desires, to affect change! I am really proud of the work that we have done today! I thank you for your attention today and for the wonderful things we are going to accomplish with our action plans.

Application

Extended classroom activity: *Students create a survey to determine if other students or people in the community know about the Census of Agriculture.*

FFA activity: *FFA chapter identifies a community need that can be addressed through advocacy*

SAE activity: *Create an advocacy plan to promote your SAE in the school community.*

Evaluation:

The Census of Agriculture: Roles & Responsibilities Test

Carefully read each question and then circle the letter of the correct answer.

1. Who is required to complete the Census of Agriculture?
 - a. Only farmers.
 - b. Everyone who receives a survey.
 - c. No one has to complete the survey.

2. Who is currently responsible for conducting the Census of Agriculture?
 - a. The Secretary of State.
 - b. The Secretary of Commerce.
 - c. The Secretary of Agriculture.

3. What does the word promulgate mean?
 - a. To make something known by declaration.
 - b. To try to make something legal.
 - c. To keep repeating something until someone believes you.

4. What can happen if someone does not participate in the Census of Agriculture?
 - a. Nothing.
 - b. They can be fined.
 - c. They can be arrested.

5. How often is the Census of Agriculture currently conducted?
 - a. Every 2 years.
 - b. Every 6 years.
 - c. Every 5 years.

6. Define the term civic engagement.
 - a. To get engaged at the local town hall.
 - b. Taking action to meet a need or an issue.
 - c. Helping police, fire and other emergency responders.

7. What does the term advocacy mean?
 - a. To provide support or encouragement for a need.
 - b. To educate and inform others about a topic that needs attention.
 - c. Both A & B.

8. Why is it important to advocate the Census of Agriculture?
 - a. Because we are citizens and have responsibilities as such.
 - b. Because it meets a classroom requirement.
 - c. Because it is the law.

Answers to Test:

1. b 2. c 3. a

4. b
7. c

5. c.
8. a

6. b

TM.1

Vocabulary Definitions



Civic Engagement can take many forms, from individual voluntarism to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy. Civic engagement encompasses a range of specific activities such as working in a soup kitchen, serving on a neighborhood association, writing a letter to an elected official or voting. Indeed, an underlying principal of our approach is that an engaged citizen should have the ability, agency and opportunity to move comfortably among these various types of civic acts.



Advocacy is the act of pleading or arguing in favor of something, such as a cause, idea, or policy; active support. Sometimes this term is used in conjunction with the phrase civic engagement. Advocacy is the highest form of service. It allows for the deeper look at an issue. For instance, it is wonderful to provide food to the homeless – that is a great service. But it is advocacy when we begin to learn about why people are homeless and help to provide them with the services they need to change their situation.



Promulgate is to make something known by open or public declaration. In other words, to promulgate is to formally announce something by putting it into operation. An example would be creating a law or a decree of the court about a topic.

US Code
TITLE 7 > CHAPTER 55 > § 2204g

(This is the Title 7 code authorizing the United States Department of Agriculture to conduct the census for the first time. However, this is not the first authorization to conduct the Census of Agriculture.)

(a) Census of agriculture required

In 1998 and every fifth year thereafter, the Secretary of Agriculture shall take a census of agriculture.

(b) Methods

In connection with the census, the Secretary may conduct any survey or other information collection, and employ any sampling or other statistical method, that the Secretary determines is appropriate.

(c) Year of information

The information collected in each census taken under this section shall relate to the year immediately preceding the year in which the census is taken.

(d) Enforcement

(1) Fraud

A person over 18 years of age who willfully gives an answer that is false to a question, which is authorized by the Secretary to be submitted to the person in connection with a census under this section, shall be fined not more than \$500.

(2) Refusal or neglect to answer questions

A person over 18 years of age who refuses or willfully neglects to answer a question, which is authorized by the Secretary to be submitted to the person in connection with a census under this section, shall be fined not more than \$100.

(3) Social Security number

The failure or refusal of a person to disclose the person's Social Security number in response to a request made in connection with any census or other activity under this section shall not be a violation under this subsection.

(4) Religious information

Notwithstanding any other provision of this section, no person shall be compelled to disclose information relative to the religious beliefs of the person or to membership of the person in a religious body.

(e) Geographic coverage

A census under this section shall include—

- (1)** each of the several States of the United States;

(2) as determined appropriate by the Secretary, the District of Columbia, the Commonwealth of Puerto Rico, the Commonwealth of the Northern Mariana Islands, the United States Virgin Islands, and Guam; and

AS.1 cont.

(3) with the concurrence of the Secretary and the Secretary of State, any other possession or area over which the United States exercises jurisdiction, control, or sovereignty.

(f) Cooperation with Secretary of Commerce

(1) Information provided to Secretary of Agriculture

On a written request by the Secretary of Agriculture, the Secretary of Commerce may provide to the Secretary of Agriculture any information collected under title 13 that the Secretary of Agriculture considers necessary for the taking of a census or survey under this section.

(2) Information provided to Secretary of Commerce

On a written request by the Secretary of Commerce, the Secretary of Agriculture may provide to the Secretary of Commerce any information collected in a census taken under this section that the Secretary of Commerce considers necessary for the taking of a census or survey under title 13.

(3) Confidentiality

Information obtained under this subsection may not be used for any purpose other than the statistical purposes for which the information is supplied. For purposes of sections [9](#) and [214](#) of title [13](#), any information provided under paragraph (2) shall be considered information furnished under the provisions of title 13.

(g) Regulations

A regulation necessary to carry out this section may be promulgated by—

(1) the Secretary of Agriculture, to the extent that a matter under the jurisdiction of the Secretary is involved; and

(2) the Secretary of Commerce, to the extent that a matter under the jurisdiction of the Secretary of Commerce is involved.

Action Plan Template

Project background:

(What is the community need being addressed?)

Project expected outcomes:

(What are you trying to accomplish?)

Community partners and their roles:

(Who in the community can help and how can they help you reach your outcomes?)

Dissemination of information:

(How are you going to share what you know with the community?)

Assessment:

(How are you going to know if you are successful?)

Tentative Timetable:

The Census of Agriculture is released on December 28, 2007 and is completed on February 4, 2008. Your plan must happen during this time frame.

Who	Will do What	By When	Resources Needed

ASSESS.1

Census of Agriculture: Roles & Responsibilities

Name: _____

Carefully read each question and then circle the letter of the correct answer

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